DOCUMENT RESUME

ED 298 794 FL 017 598

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TITLE Erasmus Hall High School Bilingual Program, 1986-1987. OEA Evaluation Report.

INSTITUTION New York City Board of Education, Brooklyn. Office of Educational Assessment.

SPONS AGENCY Department of Education, Washington, DC.
PUB DATE [88]
GRANT G00-830-2648
NOTE 46p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit.
AVAILABLE FROM New York City Board of Education, Office of Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Bilingual Education Programs; Chinese; Counseling Services; *English (Second Language); Faculty Development; Federal Programs; French; Haitian Creole; Haitians; High Schools; *Limited English Speaking; Mathematics Instruction; *Native Language Instruction; *Program Effectiveness; Program Evaluation; Remedial Programs; Science Instruction; Second Language Instruction; Social Studies; Spanish
IDENTIFIERS Asians; *Content Area Teaching

ABSTRACT

In its fourth year of Title VII funding, the Erasmus Hall High School Bilingual Program served 144 limited-English-speaking students, most of whom spoke Haitian Creole as their first language. The remaining small percentage spoke Spanish, Chinese, or another Asian language as their native language. The program was targeted at the school's least academically and linguistically prepared students, with its major goal to provide them the instruction in English as a second language (ESL) that they would need to quickly join mainstream instruction. Instruction included six levels of ESL, English literacy classes, native language arts in French or Haitian Creole, bilingually-taught math, science, and social studies, and enrollment in some mainstream subjects. Academic, career, personal, and college counseling, tutoring, extracurricular activities, and staff development activities were also included. Although students' English development compared favorably with citywide standards, the program objective was not met, and the attendance rate objective was met. While native language arts data were not available, the course passing rate was 77 percent. Recommendations for improvement are given. (Author/MSE).

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O.E.A. Evaluation Section Report

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Grant Number: GOO-830-2648

ERASMUS HALL HIGH SCHOOL

BILINGUAL PROGRAM

1986-1987

Prepared by the O.E.A.
Bilingual Education
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A SUMMARY OF THE REPORT

In its fourth year of Title VII funding, the Erasmus Hall Bilingual Program served 144 students of limited English proficiency (LEP). The native language of 92 percent of the program's students was Haitian Creole. The remaining students were native speakers of Spanish, Chinese, or other Asian languages.

The program was targeted at Erasmus's least academically and linguistically prepared students. Its major goal was to provide them with the instruction in English as a second language (E.S.L.) they needed to quickly move into mainstream academic classes. This instruction included six levels of E.S.L. each semester, in addition to a special "literacy class" for LEP students who had been in school for several years without making substantial progress in English. Haitian students also received bilingual instruction in math, science, and social studies to enable them to progress in these areas, gain skills lacking in their previous academic development, and develop native language as well as English skills. For native language arts (N.L.A.), students had the option of taking either French or Haitian Creole. They could enroll in typing class taught with an E.S.L. approach, in mainstream subjects like gym and art, and in Erasmus's hotel and restaurant program.

Supportive services consisted of academic, personal, career and college counseling, individual and small-group tutoring, and an after-school and summer jobs program. Extracurricular activities included a newsletter, a cultural club, and trips.

The staff of the bilingual program consisted of a director (who also was assistant principal [A.P.] for E.S.L./foreign languages and head of the hotel and restaurant program), a part-time coordinator, three full-time paraprofessionals, a secretary, a bilingual guidance counselor, an English-speaking guidance counselor, three bilingual grade advisors, two Haitian Creole-speaking family assistants, nine E.S.L. teachers, two French teachers, one Spanish teacher, and seven bilingual content-area teachers. In addition, to relieve the director of his administrative burdens and provide the program with more centralized direction, the former Title VII-funded Haitian Creole-speaking grade advisor was appointed acting A.P. of the bilingual department, which has created during the year under review. This department, which included E.S.L. and N.L.A. teachers, was funded by a combination of Title VII, state, and municipal monies. Staff development activities included meetings, in-house workshops, and a variety of university courses.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]) and attendance (program and school records). The program's Haitian students also were assessed in native language

development.

Quantitative analysis of student achievement data indicates that:

- Although students' CREST results compared favorably with citywide standards, they failed to achieve the proposed objective of mastering five CREST skills per month of instruction.

- The attendance rate of program students was significantly higher than the schoolwide rate, thus meeting the program objective.

- The data on Le Test de Lecture were not available; consequently, the native language arts objective could not be assessed as proposed. However, data on the passing rates of Haitian students enrolled in native language arts courses reveal that 77 percent passed.

The following recommendations are aimed at strengthening the project:

- Clarify and formalize the responsibilities of the new (acting) bilingual assistant principal.

- Change the E.S.L. objective to reflect the objective set by the Division of High Schools for its citywide Chapter I. E.S.L. program (one objective per four weeks of instruction).

- Recruit the staff needed to teach advanced-level bilingual content-area classes so the school can meet its laudable goal of providing a minimum of one or two advanced courses in every subject area.

- Assign a paraprofessional to the literacy class, and encourage the students to attend morning and lunchtime tutoring sessions.

- Try to recruit a Haitian Creole-speaking guidance counselor.

- Continue efforts to increase parental understanding of and involvement in the bilingual program.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, and has coordinated the editing and production process. Shelley Fischer and Martin Kohli have spent many hours, creating, correcting, and maintaining data files. Maria Grazia Asselle, Rosalyn Alvarez, Donna Plotkin, and Milton Vickerman have interpreted student achievement and integrated their findings into reports. Finally, Betty Morales has worked intensively to produce, duplicate, and disseminate the completed documents. Without their able and faithful participation, the unit could not have handled such a large volume of work and still have produced quality evaluation reports.

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ERASMUS HALL HIGH SCHOOL BILINGUAL PROGRAM

Location:	911 Flatbush Avenue Brooklyn, New York 11226
Year of Operation:	1986-87, first year of a two-year renewal
Target Languages:	Haitian Creole, Spanish
Number of Students:	144
Principal:	Stanley Saretsky
Project Director:	Thomas Lenihan

I. INTRODUCTION

HISTORICAL BACKGROUND/NEEDS ASSESSMENT

As in other parts of Brooklyn, the area from which Erasmus High School draws its students has undergone radical socioeconomic change during the past five to ten years. What had been an overwhelmingly white middle-class neighborhood has become a predominantly black working-class community, with smaller numbers of Asians and Hispanics.

In the year under review, Erasmus's enrollment was 93 percent black and six percent Hispanic, and the home language of 20 percent of its students was Haitian Creole or Spanish. According to Board of Education figures, 35 percent of the students in the school were eligible for free lunch.

Between 1980 and 1981, Erasmus's population of limited English proficient (LEP) students jumped from under one percent to ten percent, with Haitians forming the overwhelming majority of newcomers. Erasmus's initial response to this influx was to participate, starting in February 1981, in Project Kanpe, a Title

VII-funded enrichment program for gifted Haitian students in various high schools. Building on technical expertise developed in large part through participation in Project Kanpe, in September 1981 Erasmus launched a tax-levy-funded basic bilingual program consisting of bilingual global studies, basic math, and science, as well as English as a second language (E.S.L.) and native language arts (N.L.A.).

In contrast to Project Kanpe, the current Title VII program, which began in 1982, is targeted at the least linguistically and academically prepared LEP students at Erasmus -- those who, according to the project proposal, have had fewer than two years of instruction in their native country.

The bilingual program's major instructional goal was to provide students special assistance in English to enable them to move into mainstream academic classes as quickly as possible. At the same time, bilingual instruction was provided to Haitian students in math, science, and social studies to enable them to progress in these areas, gain skills lacking in their previous academic development, and develop their native language as well as their English skills. The program also sought to buttress their sense of identity and help them adjust to American culture.

SCHOOL AND COMMUNITY CONTEXT

Although Erasmus High School boasts a proud academic tradition dating back to 1787 and numbers among its graduates many prominent figures from the worlds of scholarship, business, and the arts, today it epitomizes all the ills of inner city

education: a decrepit physical plant, overcrowded classrooms, among the worst reading and math scores in the city, and the city's seventh highest dropout rate. According to several teachers, it is also a school that receives large numbers of out-of-zone special education pupils.

Erasmus's physical condition is an affront to students, teachers, and visitors alike: stairways whose steps have been worn dangerously concave by decades of use; inadequate lighting; torn window shades; broken windows; broken desks; peeling, water-stained walls and ceilings, which have not been painted for decades; dusty, litter-strewn halls; dirty toilets, etc. During the first visit by two members of the evaluation team, the school was electric with tension because large numbers of students were threatening to walk out from classes to protest several years of unkept promises to renovate the building and keep it clean. It took two loudspeaker pleas by a student leader to convince the students -- many of whom were marching through the halls, pounding on locked classroom doors, and shouting "Walk Out! Walk Out!" -- that such a protest was "unnecessary and counterproductive."

According to the project director, principal, and several teachers, the school's physical condition had deteriorated badly during the city's fiscal crisis, and the millions of dollars required for structural renovations had been allocated only during the past year. In the meantime, cosmetic improvements had to be postponed repeatedly, because it made no sense to make them

ERASMUS HALL HIGH SCHOOL

BILINGUAL PROGRAM

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before completing the structural repairs. Although most teachers accepted this, they saw no excuse for the neglect of basic custodial tasks like keeping the floors, bathrooms, and windows clean. However, because the custodial employees are not under the supervision of the school principal, there is little that anyone in the school can do to change this situation.

The school's decrepitude hindered learning and was highly demoralizing to students and teachers alike. Hopes were high among administrators and teachers that major renovations would be completed in time for the school's bicentennial celebrations, which were to begin in September 1987.

II. PROGRAM DESCRIPTION

PHILOSOPHY

Although it lacked a formal written statement, a transitional philosophy of bilingual education was implicit in Erasmus's Title VII program. Haitian students were placed in English as a second language (E.S.L.), native language arts (N.L.A), and bilingual content-area classes according to their language proficiency and academic level. They were expected to enter the English-language mainstream within approximately two years.

In keeping with the language policy formulated in 1984, Haitian Creole was the spoken language in bilingual content-area classes, while summaries and vocabulary were presented in English. According to the bilingual program coordinator, this policy did not adequately serve students who were semiliterate in Haitian Creole as well as English. Such students could follow neither English-language textbooks nor English-language blackboard summaries.

He believed that program students would make much better progress in the content areas if Haitian Creole were used as the written as well as the spoken language of the classroom. He said that a change in policy would require that the vast majority of program students take from one to three terms of Haitian Creole N.L.A. (Students had the choice of studying French or Haitian Creole as the native language.) He believed that students who wanted to study French could do so later in their high school

career.

Under this proposed policy, depending upon their prior education, program students would be placed in one of two tracks -- academic or general. Students in the academic track (which, for the most part, would contain junior high school graduates) would have to take only one or two terms of Haitian Creole N.L.A., plus bilingual content-area courses, E.S.L., and, if they desired, French. The bilingual coordinator believed that this language policy would provide such students with a fair chance of passing the math, reading, and, perhaps, the writing Regents Competency Tests (R.C.T.s) in English, and of going on to graduate with an academic diploma. For such a policy to work, more advanced-level bilingual content-area courses would have to be offered and appropriate curricular materials developed.

Students in the general track, which would include those recent immigrants who had few years of schooling in Haiti, would take more terms of both Haitian Creole and E.S.L., and would be eligible to take the Haitian Creole Native Language Test and the Criterion Referenced English Syntax Test (CREST), rather than the English R.C.T.s.

The bilingual coordinator felt that if it were properly implemented (i.e., with enough qualified teachers, suitable Haitian Creole curricular materials, and with students having the opportunity to study French), this policy would meet with widespread parental and student approval. He believed that the resistance of Haitian immigrants to studying Haitian Creole would

gradually diminish because the April 1987 Haitian constitution had accorded Haitian Creole co-equal status with French as a national language, and Haitian Creole had already become the medium of instruction in many Haitian primary schools. He felt such changes would make future Haitian immigrants more receptive to the use of Haitian Creole rather than French as the linguistic bridge to the English-language mainstream.

The bilingual coordinator believed the problem of providing a satisfactory bilingual education to young Haitian Creole-speaking immigrants is a long-term one because Haiti's economic and political turmoil will result in a continuing influx of Haitians to this country.

Bilingual content-area classes were offered only in Haitian Creole. The comparatively small number of LEP students who had other native languages received E.S.L. instruction, plus, in the case of Spanish and Chinese speakers, content-area assistance in their native language provided by paraprofessionals. Spanish-speaking students also were provided N.L.A. classes.

FUNDING

According to the project director, funding for the year under review was approximately ten to twenty thousand dollars less than requested. Because of this cutback, less money was available for staff training, and microcomputing/word processing equipment could not be purchased. This equipment was to have been used for computerized E.S.L. and language teaching, training in keyboarding and word processing, and the enrichment of

content-area courses.

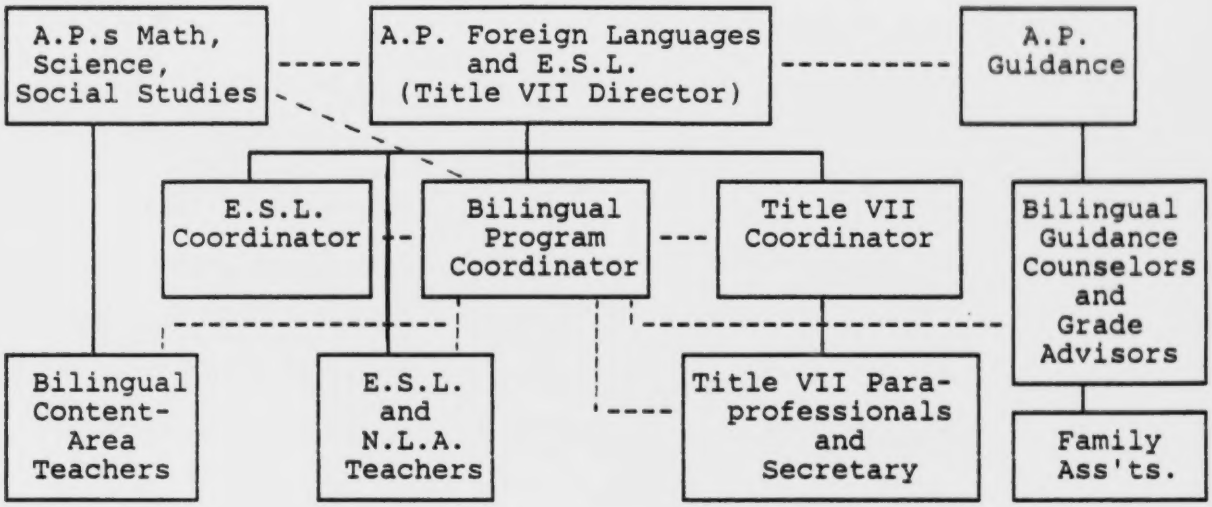
ORGANIZATION

The assistant principal (A.P.) of the foreign languages and E.S.L. department was the Title VII project director and head of the hotel and restaurant program. He supervised the E.S.L. and N.L.A. teachers, and was assisted in his Title VII responsibilities by a part-time project coordinator who performed management tasks and supervised the paraprofessionals. Bilingual content-area teachers were supervised by their respective departmental chairpersons, and primarily were considered members of their respective departments, rather than of the bilingual program. Initial student placements and testing were the joint responsibility of a French- and Haitian Creole-speaking grade advisor and a testing coordinator. (See Figure 1.)

During the year under review, the former Title VII-funded, Haitian Creole-speaking grade advisor -- whose academic qualifications, cultural background, and personal dedication had already made the program's de facto mainstay -- was appointed bilingual coordinator (paid by municipal funds). His responsibilities were to include testing and placement of students, assist the respective content-area A.P.s with staff development for bilingual content-area teachers, and coordinate with the Title VII project director on efforts to improve the bilingual program's E.S.L. and native language component. It was not clear that he would receive the authority and resources needed to implement his new responsibilities, including the

FIGURE 1

Organization of Erasmus Hall High School



_____ Direct Supervision

---------- Communication and Collaboration

reformed language policy described above.

STAFFING

The project was directed by the A.P. of the foreign languages and E.S.L. department who was paid by municipal tax-levy funds. The Title VII-funded staff consisted of a part-time coordinator, three full-time paraprofessionals, and one full-time secretary.

As previously mentioned, the project director was also the director of the school's hotel and restaurant management program. He had B.A. and M.A. degrees in Spanish, and an M.S. and a certificate in educational administration. Because of the heavy demands on his time and the small size of the Title VII staff, the project director limited himself to overseeing the program's administrative aspects with the assistance of the part-time project coordinator.

The main project-related duties of the part-time coordinator consisted of supervising the three Title VII paraprofessionals and assisting in administrative work connected with the program. The coordinator also taught E.S.L. She was licensed and had many years of teaching experience.

The project secretary, who shared an office with the project director, also worked for the foreign languages/E.S.L. department and the hotel and restaurant program.

During the previous year, Title VII funded a part-time grade advisor. During the year under review, the grade advisor had been promoted to bilingual coordinator and his salary was paid out of

municipal tax-levy funds. This change freed the funds to pay the three paraprofessionals.

According to the information supplied by the Title VII coordinator, the program was served by a total of four paraprofessionals (one was paid by other funds). One paraprofessional was Spanish-speaking, one was Chinese-speaking, and two were Haitian Creole-speaking. Two paraprofessionals had bachelor's degrees in education, one had a bachelor's in French, and one had a master's in education. Their experience in bilingual education ranged from two-and-a-half to nine years.

According to the information supplied to the evaluation team non-Title VII staff consisted of: one French-speaking bilingual guidance counselor, who was assisted by a Haitian Creole-speaking family assistant; one English-speaking guidance counselor, who was assisted by a Haitian Creole-speaking family assistant; three bilingual grade advisors, two of whom were Haitian Creole speakers; the bilingual coordinator; nine E.S.L. teachers; two French teachers; one Spanish teacher; three bilingual math teachers; two bilingual science teachers; two bilingual social studies teachers; as well as one paraprofessional.

The bilingual coordinator had a master's in secondary school general science teaching, and ten years of teaching experience. He had considerable experience as a curriculum writer, grade advisor, and supervisor of paraprofessionals; in addition, he was extremely knowledgeable about Haitian culture and literature. He clearly was committed to providing the best possible education to

Erasmus's Haitian students.

Two of the nine E.S.L. teachers had master's degrees in E.S.L.; one had a master's in French; two had a bachelor's in French; two had a master's in English; one had a bachelor's in English; and one had a bachelor's in music. Their average E.S.L. teaching experience was 5.6 years. Four of the nine were licensed as E.S.L. teachers.

One French N.L.A. teacher had a master's degree in French; the other had a bachelor's degree. Each had seven years of experience teaching French, and both were licensed. The Spanish teacher had a master's degree, was licensed, and had two years of experience as a Spanish language teacher.

All three math teachers had bachelor's degrees, were licensed in mathematics, and had from two to six years of bilingual math teaching experience. One science teacher had a master's degree in biology, was licensed, and had seven years of relevant experience. The other had a master's in chemistry, was licensed, and had four years of relevant experience. One social studies teacher had a master's degree, was licensed, and had eight years of relevant teaching experience. The other social studies teacher had a bachelor's degree, was licensed, and had two years of teaching experience.

All the bilingual content-area teachers were Haitians, with degrees from Haitian, French, or American universities. Their firsthand knowledge of their students' cultural background was vital to the bilingual program's success.

According to the bilingual coordinator and several content-area teachers, there was great need for additional bilingual guidance counselors, social workers, and psychologists. The bilingual coordinator pointed out that despite his numerous teaching and administrative duties, the shortage of bilingual counseling and guidance personnel meant he had to act on an informal basis as counselor to the many students who came to his office seeking guidance on academic and personal matters. This was borne out during the course of several site visits, when members of the evaluation team observed a continual stream of students seeking the bilingual coordinator's advice on academic, disciplinary, and personal matters.

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Placement in the bilingual program was determined by the student's score on the Language Assessment Battery (LAB)*, a test of English proficiency. Haitian and Hispanic students scoring below the twenty-first percentile were eligible. The bilingual

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*The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of non-native speakers of English in order to determine if their level of English proficiency is sufficient to enable them to participate effectively in classes taught in English. The areas measured are listening, reading, writing, and speaking. The LAB was designed to maximize the discrimination of the test for the non-native at the twentieth percentile on the norms for an English proficient sample. This is the cutoff point for eligibility for bilingual and E.S.L. instruction. The Kuder-Richardson Reliability Estimate for the total test was .97 for the high school level (Level 4). Studies have shown that the relative difficulty of items was highly similar for both native and non-native speakers, thus validating the homogeneity of the test's content.

coordinator also used placement tests to determine the student's oral and written skills in Haitian Creole and French and their skills in mathematics.

According to the project proposal, the Title VII program was targeted at students with the lowest scores below the twenty-first percentile in the LAB and the shortest amount of time in an English-language school system. But it seems invariably to have been the case that the realities of programming meant that Title VII staff members, particularly the paraprofessionals, served non-target-group as well as target-group LEP students.

Placement and programming were complicated by a continual stream of new admissions throughout the whole school year. New arrivals were placed for a time in a class where they could receive individualized attention before being placed in regular classes.

A typical student schedule consisted of two or three periods of E.S.L.; one N.L.A. class; bilingual classes in math, science, and social studies; and mainstream classes in subjects like physical education and art. Students could also enroll in a typing class taught with an E.S.L. approach.

In addition, the project director said that approximately 220 bilingual program students were participating in the hotel and restaurant program and that several program graduates had gone on to study in a degree-bearing program in restaurant management offered by N.Y.C. Technical College. According to the

principal, the hotel and restaurant program had gotten off the ground with the help of Title VII funds.

Mainstreaming decisions were made by the bilingual coordinator in consultation with the E.S.L. coordinator and classroom teachers. Although students generally remained in the program for two years, students whose progress was clearly insufficient for mainstreaming remained in the bilingual program for more than two years. During the spring semester, a special "literacy class" had been created for these students. Morning and lunchtime tutoring programs and a bilingual resource center were also available to students with academic problems.

The lack of advanced level bilingual content-area classes and the fact that many students were overage inevitably created pressure to mainstream students before they were ready. For example, only four levels of social studies were given. Students who had completed all four levels had to be placed in mainstream social studies classes even if they scored below the twenty-first percentile on the LAB.

The bilingual program followed the school's indicative grading policy, which allotted fixed proportions to testing, classwork, homework, and other factors for grading purposes. It also adhered to the policy of automatically failing students who had more than 20 absences per term.

III. STUDENT CHARACTERISTICS

The program served a total of 144 students during the year under review, of whom 144 were enrolled in the fall and 143 were present in the spring. Data also were received for 59 students who had been enrolled in the program during the previous year but left prior to September 1986 -- 22 were mainstreamed, 9 graduated, 1 transferred to another school, and the rest left for unspecified reasons. Throughout the academic year 27 students (19 percent of the program participants) left the program. Ten (37 percent of those who left) graduated, and 17 (63 percent) transferred to another school.

Data on time in the program were available for 140 of the 143 students present in the spring. Of these students, 54 (35 percent) had been in the program for three years; 70 (49 percent) had been in the program for two years; and 16 (11 percent) had been in the program for one year.

The overwhelming majority of students (92 percent) served by Title VII this year were Haitians; the rest of the students were native Spanish speakers from Central America or the Caribbean, and Asian students from China, India, and Vietnam. (See Table 1 and Figure 2 for the distribution of students by native language and country of birth.)

The students' gender ratio was unusual: 63 percent female to 37 percent male. Grade eleven had the highest percentage of females (74 percent), whereas grade twelve had the lowest (57 percent).

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Haiti	132	91.6
Panama	5	3.4
Puerto Rico	1	*
Mexico	1	*
Colombia	1	*
Hong Kong	1	*
India	1	*
People's Republic of China	1	*
Vietnam	1	*
TOTAL	144	100.0

* Less than one percent.

- Ninety-two percent of the program students were born in Haiti.

FIGURE 2

ERASMUS HIGH SCHOOL
DISTRIBUTION BY NATIVE LANGUAGE

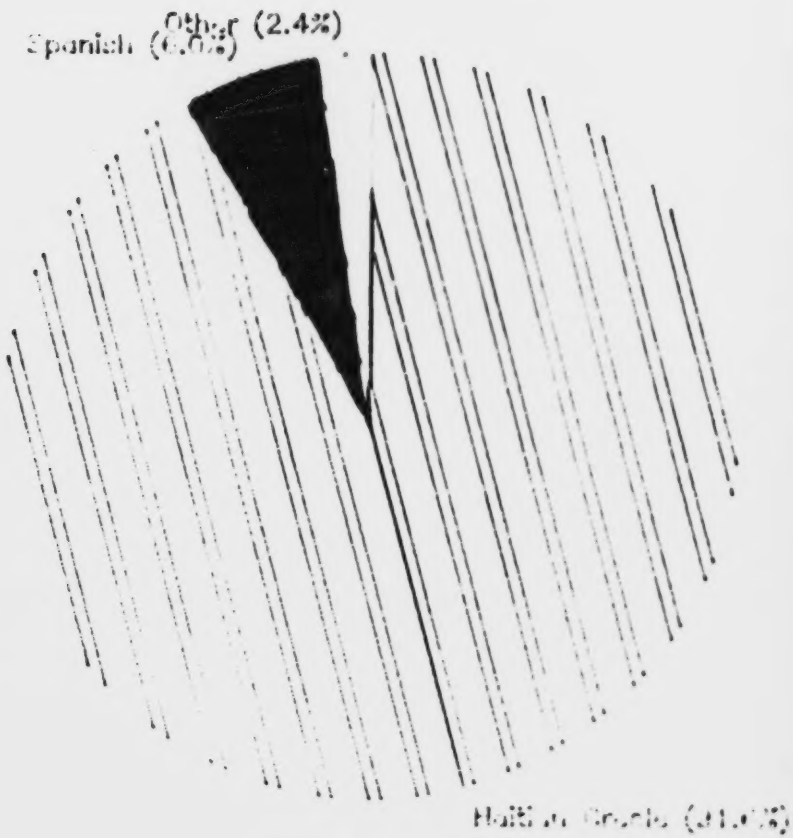

Table 2 presents the distribution of the students by age and grade. The tenth grade contained the largest number of students (52 or 38 percent); the ninth grade contained the smallest (20 or 14 percent). Overall, 83 percent of the program students were overage for their grade placement. The proportion of overage students ranged from 68 percent for twelfth-grade students to 100 percent in the ninth grade. The high percentage of overage students may stem from the 14-grade structure of Haiti's schools and the fact that children often repeat grades until they pass the coursework. In addition, many Haitian children do not begin attending class until they are eight years old; others have had their education interrupted for health or financial reasons.

Many Haitian students were illiterate or semiliterate in French, Haiti's official language and the language of instruction in most schools. Most were also illiterate in Haitian Creole, which was only taught experimentally in a few Haitian schools until 1986, when the Haitian government officially recognized it as a national language. According to the bilingual coordinator and several bilingual content-area and E.S.L. teachers, the educational level of entering students has been steadily declining for the past several years. Many came from impoverished rural backgrounds, and it took a long time for them to acquire the skills (such as using public transportation) and sensitivities (such as being able to identify potential danger situations) needed to survive in an urban environment, especially in the high-crime neighborhoods in which they live. Newcomers tended to

TABLE 2

Number of Program Students by Age* and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
15	0	2	0	0	2
16	5	7	1	0	13
17	5	12	4	4	25
18	6	17	7	6	36
19	2	7	13	7	29
20	0	6	5	6	17
21	2	1	5	8	16
TOTAL	20	52	35	31	138**
Overage Students					
Number	20	43	30	21	114
Percent	100.0	82.7	85.7	67.7	82.6

Note. Numbers in bold area indicate expected age range for grade.

*Age on June 30, 1987.
**Data for six students were missing or invalid.

- Eighty-three percent of program students were overage for their grade placement.
- Grade twelve had the lowest percentage (68 percent) of overage students, whereas grade nine had the highest (100 percent).

be victimized by their English-speaking classmates. During the year under review, the school had been plagued by a series of violent incidents in which Haitian students had been attacked and then responded violently themselves.

According to one E.S.L. teacher, during their first half-year in this country the students "learn very little English because they are too preoccupied with getting psychologically oriented to their new environment." Those with little schooling had to be taught the alphabet; many others did not at first understand that they had been assigned to several different subjects and therefore needed to divide their notebook into sections by subject. Many had to take part-time and/or weekend jobs, which left them sleepy during the school day. Many lived with relatives or could see their parents only on weekends because their parents worked away from home, at night jobs, or held two jobs. Many students had been reunited with their parents after separations of as long as ten years because their parents had preceded them to this country in order to get financially established. Such students had to become reacquainted with their own parents as well as adjust to a new culture. A fairly substantial number of students dropped out, transferred to other high schools in this country, or interrupted their schooling to make prolonged visits back to Haiti.

On the positive side, Haitian students had a serious, respectful attitude toward school, which was manifested in their high attendance rate, attentiveness, and willingness to work hard. In addition, there were a number of successes among former LEP

students. For example, the president of the senior class was Haitian; one Haitian student was studying both Russian and Latin, and several of the school's best artists were Haitian. One of these students had designed and drawn the poster for the annual citywide Haitian parents' conference.

According to the A.P.-bilingual and many of the Haitian teachers who were interviewed, many Haitian students were facing an "identity crisis," with many not wanting to be identified as Haitian. The Haitian Creole native language arts class and a Haitian club that met once a week tried to address the problem of cultural alienation by teaching students the language and traditions of their homeland.

IV. FINDINGS

The evaluation findings for the 1986-87 academic year include objectives measurable by test results and those based on an examination of program material and records, site visits, and interviews with school personnel. These objectives were proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

INSTRUCTIONAL SERVICES

English As a Second Language

-- As a result of participating in the program, students will master an average of five course outline objectives per month.

Three levels of E.S.L. (beginning, intermediate, and advanced) were offered in a six-semester sequence.

Two innovations had been made in the E.S.L. component during the spring semester: (1) For the first time, beginning E.S.L. classes met for three periods per day during the first semester instead of the two daily periods for which all the other levels of E.S.L. met (except for advanced E.S.L., which met for one period). The third period of E.S.L. was devoted to writing. (2) Also for the first time, a special "literacy class" was formed for LEP students who had been in school for several years without making substantial progress in English. These students were block programmed for three periods of E.S.L., a regular English class, and bilingual content-area classes.

A member of the evaluation team observed a session of the

"literacy class." Nineteen students of an enrollment of 24 attended. No paraprofessional had been assigned to this class, so the teacher was hard pressed to make sure everyone understood the subjects being presented and could do the class exercises. The aim of the day's lesson was: "Why are elevators important?" The teacher wrote ten vocabulary items connected with elevators on the blackboard and asked the students to offer definitions and sentences using each word. Since there were few volunteers, the teacher had to provide most of the definitions and sentences herself. Later, she walked around the classroom making sure that students had written the definitions and sentences in their notebooks. Finally, she called upon student volunteers to read aloud an essay on elevators from their reader. Throughout the period, the students were quiet, but listless and inattentive. The teacher knew her students' performance was below par and she urged them to attend the school's morning and lunchtime tutoring programs.

When she was interviewed after class the teacher pointed out that an enrollment of 24 was too large for a remedial course, especially one lacking a paraprofessional. (In a separate interview, the E.S.L. coordinator made the same observation.) She also pointed out that several students had physical or emotional problems that interfered with their schoolwork. During the class that was observed, one student was weeping because of a stomachache that had been bothering her for several days. The teacher said such health emergencies were not unusual. Another

student appeared unable to concentrate on the lesson. The teacher was uncertain whether he had a hearing problem, a learning disorder, or psychological difficulties. She said she had been trying to arrange for him to be evaluated by a psychologist.

Lack of parental involvement was another problem the teacher had encountered with this class. She said few parents had come to see her on open school day/night, and that it had proven nearly impossible for her to enlist their help in trying to solve their children's learning problems.

The second class observed by a member of the evaluation team was intermediate E.S.L. Thirteen students of an enrollment of 19 attended. The "aim" of the day's lesson was "using idiomatic expressions." The text was part of the Lado series. Although a paraprofessional had been assigned to this course, on the day the class was observed she had been assigned to work outside the classroom. The teacher reported that she generally used the paraprofessional for pull-out tutoring. The teacher wrote ten idiomatic expressions, -- for example, "to break the ice," "to be beside oneself," "to cry over spilt milk," -- on the board. She then asked the students to explain each one. Since there were no volunteers, the teacher herself supplied the general meaning for each. The students listened intently and wrote down the meaning given for each term. But, judging by the awkwardness of the sentences they formulated, they did not grasp the meaning of each idiom. The homework assignment was to write a paragraph containing at least five of the ten idioms.

Interviewed after class, the teacher explained that the progress of this group had been somewhat retarded because it had experienced a change of teachers during the previous semester.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test (CREST).* The CREST was administered at the beginning and the end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 3 presents the test results for the 111 students in the fall and the 53 students in the spring who were pretested and posttested with the same level. Overall, students mastered an average of 1.1 CREST objectives per month of instruction in the

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*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson Reliability Estimates for pretest and posttest administrations of the three levels of the CREST are: Level 1, pretest (.91)/posttest (.96); Level 2, pretest (.94)/posttest (.95); Level 3, pretest (.91)/posttest (.91).

TABLE 3

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY* Mean	MASTERY* S.D.	Mean Mastery Per Month
				FALL				
1	7	8.0	5.0	11.3	4.4	3.3	2.7	1.1
2	56	13.3	6.3	17.2	5.7	3.9	3.3	1.1
3	48	8.9	3.1	11.5	2.8	2.6	1.5	0.9
TOTAL	111	11.1	5.5	14.4	5.4	3.3	2.7	1.1
				SPRING				
1	3	5.0	3.6	6.3	3.8	1.3	1.5	0.5
2	14	13.5	5.8	15.9	5.1	2.4	3.0	0.8
3	36	9.1	3.7	10.6	3.3	1.5	1.6	0.6
TOTAL	53	10.1	4.8	11.8	4.6	1.7	2.1	0.6

*Posttest minus pretest.

- Program students did not meet the objective of mastering five CREST objectives per month of treatment in either the fall or spring semesters.

fall and 0.6 CREST objectives per month in the spring. Since the program proposed that students would master five CREST objectives per month, the program objective was not achieved.

It appears, however, that this objective had not been appropriately formulated. The objective commonly used for high school students in Title VII bilingual programs is mastery of one CREST objective per month. Had the program used this criterion, the objective would have been met in the fall but not in the spring.

Native Language Arts

-- Haitian students participating in the program will show significant gains in native language achievement.

Haitian Creole was taught by the bilingual coordinator. He taught two classes of Haitian Creole 1 in the fall and two classes of Haitian Creole 2 in the spring, each of which met for one period per day. The enrollments were 45 students in the fall and 40 students in the spring. In both levels, teacher-developed materials were used to teach basic reading and writing skills to students who were illiterate or semiliterate in Haitian Creole.

A member of the evaluation team observed a Haitian Creole 2 class. Eleven male and ten female students were present. After writing the day's homework assignment on the board, the teacher conducted a brief review of nasalized sounds in Haitian Creole for an upcoming examination. Since the class was observed on a Friday, which was set aside for cultural enrichment activities, the bulk of the class was devoted to listening to a recording of

and discussing a Haitian Creole folk tale about a pretentious lawyer of peasant origins who marries well and refuses to work for a living. The students listened attentively and appeared to enjoy the story.

The class had to be interrupted because of noise from a rally being held in the courtyard to protest the school's poor physical condition and by a subsequent loudspeaker announcement by a student leader asking students not to stage a mass walkout from classes. The teacher asked his students if they understood the reasons for the proposed walkout and whether they understood the loudspeaker announcement. The students said they did, and chose to remain in class.

Returning to the day's lesson, the teacher asked questions testing students' understanding of and opinions about the story. The responses to each question were both numerous and enthusiastic, and they demonstrated a high level of understanding as well as interest. Throughout the lesson, it was apparent that the teacher's own knowledge, interest, and enthusiasm had elicited a commensurate response from his students.

Although there was no performance objective for any other language, the project director reported that Title VII students were enrolled in Spanish and French.

Student Achievement in Native Language Arts

The program objective called for an examination of students' pretest and posttest scores on the Test de Lecture to determine if they had made significant gains in native language achievement.

However, since no data in this area were provided, the objective could not be assessed as proposed. Instead, students' passing rates in native language arts courses were examined. Overall, 74 percent of the students in the fall and 69 percent of the students enrolled in the spring passed these courses for an overall passing rate of 77 percent.

Content-Area Subjects

During the fall, the following bilingual content-area courses were offered: basic math, 14 classes; global studies, 11 classes; economics, 3 classes; general science, 6 classes; and biology, 2 classes. In the spring, bilingual content-area classes consisted of: basic math, 11 classes; global studies, 9 classes; economics, 1 class; general science, 6 classes; and biology, 2 classes. According to the principal, a bilingual chemistry class was to be introduced in the fall of 1987, and efforts were being made to provide one or two advanced-level bilingual courses in every content area in the near future.

Although there was no performance objective in the content areas, the project did report data on students' progress in the fall semester. The passing rates for bilingual students in the content areas were as follows: social studies, 72.4 percent; mathematics, 47.2 percent; and science, 65.3 percent.

Career-Oriented Classes

Incoming bilingual students participated in a special breakfast program which was part of the hotel and restaurant

management program. In addition, large numbers of program students participated in the regular hotel and restaurant program and the travel and tourism program.

Some program students took typing in a class that was taught with an E.S.L. approach. In addition, bilingual program students were eligible for an after-school typing and word processing classes. (The original project proposal had applied for computers for the bilingual program, but the necessary funds were not approved.)

NON-INSTRUCTIONAL SERVICES

Attendance

-- As a result of participating in the program, students' attendance will be equal to or higher than that of mainstream students.

The attendance rate for program students was 95 percent, 15 percentage points above the schoolwide attendance rate of 80 percent. Statistical significance of the difference between program and mainstream passing rates was determined through a z-test for the significance of a proportion*. This procedure tests whether the difference between one group's rate (in this case, the program's) and a standard rate (in this case, the school's) is greater than can be expected by chance variation. The z-test results (z=4.35) indicated that the difference in

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*Bruning, J.L. and Kintz, B.L., Computational Handbook of Statistics, (Glenview, Illinois: Scott, Foresman and Company, 1968).

attendance rates was statistically significant (p=.01). Thus, the program objective was met.

Parental Involvement

According to the project director, the A.P.-bilingual, and several teachers, the level of parental involvement in the bilingual program continued to be low -- both at the four annual parents' advisory council meetings and on open school day/night. The only exception occurred following a rash of incidents in which Haitian students had been beaten up by English-speaking students, when a large number of parents attended a meeting of the parents' advisory council and signed a petition protesting their children's victimization and demanding improved school security.

The bilingual coordinator explained that in Haiti a low level of parental involvement in the educational process was the norm. In Haiti where schooling is a privilege rather than a right -- parents placed full trust in the teachers' and school administrators' authority regarding both academic and disciplinary matters. Consequently, they were unaccustomed to the American system, which encourages a high level of parental participation.

Another reason for the low level of parental involvement is that most parents had insecure, low-paying jobs -- many of them at night -- which did not permit the spare time to attend parents' meetings.

Curriculum Development

The bilingual coordinator, who also taught Haitian Creole N.L.A., developed a set of Haitian Creole-language curricular materials, and a teacher of bilingual biology adapted and translated an English-language text.

Staff Development

Seven teachers and the project director took courses paid for by Title VII funds. The project director took three one-credit courses at New York Technical College on "Hospitality Law," "Pastry Making," and "Sales Promotion." Program teachers took a total of seven courses at Brooklyn College. The subjects of these courses were: "Administration," "Foundations of Human Development," "Spanish," "Reading and Writing," "Teaching the Emotionally Handicapped," "Classical Origins 1," and "Research Techniques."

In-house staff-development activities consisted of: a session on setting up tutorials, taught by the guidance counselor; a session on the educational uses of the computer, taught by a grade advisor; and a session on developing an "instructional inventory," taught by the A.P.-foreign languages/E.S.L. In addition, a professor from a New York-area college delivered a talk on managing intergroup conflict.

Several members of the bilingual and E.S.L. staffs who were interviewed by members of the evaluation team said the program would have benefited from a greater variety of in-house staff development activities, including joint activities with content-

area teachers.

Support Services

Two forms of tutoring services were provided to bilingual students: peer tutoring in the mornings before regular school hours, and a lunchtime program taught by an English-speaking guidance counselor, two Haitian Creole-speaking paraprofessionals, and a Chinese-speaking paraprofessional. The guidance office also published a Haitian Creole/English newsletter, arranged summer and part-time jobs for Haitian students who had acquired English proficiency, taught basic survival skills (such as how to negotiate the public transportation system) to recently arrived students, and took groups of Haitian students on trips to sites of cultural interest.

Academic counseling was provided in Haitian Creole and French on a semisemesterly basis by the three bilingual grade advisors. Personal counseling was provided semesterly by an English-speaking guidance counselor and a Haitian Creole-speaking family assistant. The bilingual coordinator provided career orientation on a semesterly basis. College advisement was provided semesterly by an English-speaking member of the guidance staff. Both the guidance counselor and the bilingual coordinator provided individual and group counseling on a semesterly basis.

A Haitian family assistant made home visits one day a week to the families of children having attendance, behavioral, or academic problems. Along with a Chinese-speaking family assistant, he also made monthly phone calls to families of

program students who had problems at school. In addition, the bilingual coordinator maintained contact with the families of program students.

V. CONCLUSIONS AND RECOMMENDATIONS

With the assignment of a bilingual coordinator, Erasmus's bilingual program was in a state of transition. Hopefully, more centralized direction by an individual who is intimately familiar with the culture and educational needs of the overwhelming majority of Erasmus's LEP students, combined with a high level of support from the school administration, will result in improved levels of educational achievement.

Although many of Erasmus's LEP students had severe educational deficits, came from poverty-level families, and were in the throes of adjusting to a new and, in many ways, a harsh environment, most believed in the value of education and worked diligently. Many of the content-area teachers, grade advisors, and paraprofessionals serving them, shared their cultural background and appeared to be dedicated as well as understanding educators. The E.S.L. teaching staff appeared enthusiastic and committed to enabling students to enter the English-language mainstream as quickly as possible.

Nevertheless, the bilingual program suffered from several problems, in particular, a Title VII director who had many other administrative responsibilities, a school building that was an impediment to education, and a shortage of bilingual guidance counselors.

Program students could not reach the unrealistic achievement objective proposed for E.S.L., although their test results compared favorably with citywide standards. The native language

arts objective could not be assessed because results of the Test de Lecture were not provided. However, the majority of the students obtained passing grades in their native language arts classes. Finally, the attendance rate of program students was significantly greater than the schoolwide attendance rate.

The following are suggestions for improving the program:

- Assign a paraprofessional to the literacy class.
- Try to recruit a Haitian Creole-speaking guidance counselor.
- Clarify the responsibilities of the bilingual coordinator.
- Despite the intrinsic difficulties involved, try to enhance the level of parental understanding of the American educational system in general and of Erasmus's bilingual program in particular. This might entail scheduling meetings on weekends and creating explanatory materials in Creole and Spanish.
- Change the program's E.S.L. objective to reflect a realistic achievement level for the program students.